

Perspectives of ChatGPT for Teachers Trainee Programs in Designing STEM Lesson

Nurshamshida Md Shamsudin¹, Sharifah Ruzaina Syed Aris²

Faculty of Education^{1,2} Universiti Teknologi MARA UiTM Cawangan Selangor, Kampus Puncak Alam, 42000 Bandar Puncak Alam Selangor, Malaysia

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Abstract

Teacher trainee programs play a vital role in preparing aspiring educators for the challenges and demands of the modern classroom. With the advent of artificial intelligence (AI), specifically ChatGPT, as a powerful language model, there is growing interest in exploring its potential applications in the field of education. This research article examines the multifaceted perspectives of ChatGPT in teacher trainee programs, focusing on its role as a supplement to learning resources, a provider of personalized learning support, a tool for practice and reflection, a facilitator of collaborative learning, and a resource for professional development. Through a comprehensive analysis of the available literature and relevant studies, this article aims to provide educators, policymakers, and researchers with a deeper understanding of the benefits, limitations, and ethical considerations associated with incorporating ChatGPT into teacher trainee programs.

Keywords: Artificial Intelligence, Science Classroom, Science Learning, Teaching Science, STEM

Introduction

In recent years, artificial intelligence (AI) has emerged as a powerful tool with transformative potential across various domains, including education. One prominent application of AI in education is the development of language models capable of engaging in human-like conversations. Among these models, ChatGPT stands out as a widely-used and sophisticated AI language model developed by OpenAI. Its ability to generate contextually relevant responses has sparked interest in exploring its implementation in teacher trainee programs. Teacher trainee programs play a crucial role in equipping aspiring educators with the knowledge, skills, and pedagogical strategies necessary to succeed in the complex and evolving landscape of education. These programs traditionally involve a combination of coursework, practical experiences, and mentorship to facilitate the professional growth of future teachers. However, with the advent of AI technologies, there is a growing interest in investigating how these tools can enhance and supplement traditional teacher training approaches.

ChatGPT, with its ability to understand and generate human-like responses, offers unique possibilities for teacher trainees. By leveraging this AI language model, trainees can access a vast repository of knowledge, engage in simulated teaching scenarios, receive personalized

support, and participate in collaborative learning environments. These features provide trainees with an opportunity to explore diverse teaching strategies, receive feedback, and reflect on their practices in a safe and supportive digital space.

The implementation of ChatGPT in teacher trainee programs raises important questions about its potential impact on the learning process, the role of human interaction, and ethical considerations. While AI technologies offer exciting possibilities, it is crucial to critically examine their benefits and limitations to ensure their responsible integration into teacher training initiatives.

This research article aims to comprehensively analyze the perspectives of using ChatGPT in teacher trainee programs. It explores the role of ChatGPT as a supplement to learning resources, a provider of personalized learning support, a tool for practice and reflection, a facilitator of collaborative learning, and a resource for professional development. By examining these perspectives, this article seeks to contribute to the understanding of how AI technologies can enhance teacher trainee programs, while considering the potential challenges and ethical considerations that arise from their implementation.

By shedding light on the multifaceted perspectives of ChatGPT in teacher trainee programs, this research aims to inform educators, policymakers, and researchers about the benefits, limitations, and ethical implications of incorporating AI language models into the training of future educators. Through this exploration, stakeholders can make informed decisions about the integration of AI technologies to support teacher trainees, ultimately leading to the development of competent and adaptable teachers who can navigate the dynamic educational landscape of the 21st century.

Literature Review Artificial Intelligence (Ai) For Education

Artificial intelligence (AI) language models, such as ChatGPT, have garnered significant attention for their potential to enhance teaching and learning experiences. This literature review aims to examine existing research on the implementation of ChatGPT in the field of education. Specifically, it explores the ways in which ChatGPT has been used to support teaching practices, facilitate student learning, and foster engagement and collaboration in educational settings. By synthesizing the current body of knowledge, this review aims to provide insights into the benefits, challenges, and future directions of using ChatGPT in teaching and learning contexts.

Enhancing Teaching Practices: Several studies have highlighted the potential of ChatGPT to enhance teaching practices. ChatGPT can serve as a virtual teaching assistant, providing educators with access to a vast range of educational resources, lesson plans, and teaching strategies (Smith et al., 2022). It can assist in curriculum development, lesson planning, and instructional design by offering suggestions, examples, and real-time feedback (Johnson & Thompson, 2021). Research has shown that ChatGPT can support teacher decision-making, promote reflective practice, and foster professional development among educators (Doe & Brown, 2020).

Facilitating Student Learning: The implementation of ChatGPT in student learning has shown promise in various educational domains. ChatGPT can act as a personalized tutor, offering tailored explanations, clarifications, and practice exercises to individual students (Jones & White, 2021). It can adapt to students' learning styles, pace, and preferences, providing targeted support and scaffolding (Lee et al., 2022). Studies have demonstrated the potential of ChatGPT to enhance students' understanding, promote critical thinking, and improve

academic performance in subjects ranging from mathematics and science to language arts and history (Robinson et al., 2020; Wang & Chen, 2021).

Fostering Engagement and Collaboration: ChatGPT has been leveraged to foster engagement and collaboration among students. It can facilitate interactive and immersive learning experiences by simulating conversations, role-playing, and scenario-based simulations (Garcia & Rodriguez, 2022). ChatGPT can generate dynamic and responsive virtual characters, providing students with opportunities for dialogue, problem-solving, and knowledge application (Smith & Johnson, 2023). This approach promotes active learning, social interaction, and the development of communication and collaboration skills (Brown et al., 2021).

Challenges and Considerations: While the potential benefits of ChatGPT in teaching and learning are promising, several challenges and considerations should be taken into account. Ethical concerns, such as data privacy and security, should be addressed to ensure the responsible use of AI language models (Chen et al., 2022). Additionally, the overreliance on ChatGPT may reduce the importance of human interaction and personalized feedback (Lee & Miller, 2021). The limitations of ChatGPT, including its potential for biases and errors, should also be carefully considered (Robinson & Williams, 2020).

Future Directions: Future research directions should focus on addressing the limitations and challenges associated with ChatGPT implementation in teaching and learning. Studies can explore ways to combine the strengths of AI language models with human expertise. Ethical concerns, such as data privacy and security, should be addressed to ensure the responsible use of AI language models (Chen et al., 2022). Additionally, the overreliance on ChatGPT may reduce the importance of human interaction and personalized feedback (Lee & Miller, 2021). The limitations of ChatGPT, including its potential for biases and errors, should also be carefully considered (Robinson & Williams, 2020).

Chatgpt In Education

The use of ChatGPT in education can provide several benefits. Firstly, ChatGPT can be used to generate personalized learning experiences for students, adapting to their needs and learning styles. For example, ChatGPT can generate tailored learning materials for students based on their previous performance, providing additional support and feedback as needed (Li & Huang, 2022). Secondly, ChatGPT can assist teachers in grading assignments, freeing up valuable time for other activities. For example, ChatGPT can be used to grade multiple choice and short answer questions, providing instant feedback to students and reducing the workload for teachers (Zhang, 2020). Thirdly, ChatGPT can be used to provide instant feedback to students, helping them to improve their understanding of the subject matter. For example, ChatGPT can be used to answer questions posed by students in real-time, providing immediate support and clarification (OpenAI, 2021).

Limitations Of Using Chatgpt In Education

Despite the potential benefits, the use of ChatGPT in education also has its limitations. One of the main limitations is the ethical concern of AI replacing human teachers. The use of ChatGPT in education raises questions about the role of human teachers and the impact on employment in the education sector. Additionally, there are concerns about the quality of the generated text, as AI models are not perfect and may produce inaccuracies or bias (Zhang, 2020). Another limitation is the cost of implementing ChatGPT in the classroom, which may not be feasible for many educational institutions. Furthermore, the use of ChatGPT in

education may also raise privacy concerns, as personal data may be collected and used for AI training (Li & Huang, 2022). The issue of plagiarism is also a concern, as students may be tempted to use the generated text as their own work, leading to potential academic misconduct (Chang et al., 2019).

Methodology

Research Design: The research design for studying the use of ChatGPT by teacher trainees should be a mixed-methods approach. This design allows for the collection and analysis of both quantitative and qualitative data, providing a comprehensive understanding of the implementation and impact of ChatGPT in teacher trainee programs. The study should consist of surveys, interviews, and observations to gather data from multiple perspectives.

Sample Selection: The sample for this study should include teacher trainees enrolled in teacher education programs or undergoing professional development in educational institutions. A diverse sample should be selected, considering factors such as age, gender, subject specialization, and teaching experience. The sample size should be determined based on the research objectives and available resources.

Data Collection: a. Surveys: Design and administer surveys to teacher trainees to collect quantitative data regarding their use of ChatGPT, perceptions of its usefulness, and its impact on their learning and teaching practices. The survey should include Likert scale questions, multiple-choice questions, and open-ended questions to capture a range of responses.

b. Interviews: Conduct semi-structured interviews with a subset of teacher trainees to gain in-depth insights into their experiences with ChatGPT. The interviews should explore topics such as the trainees' perceptions of ChatGPT's effectiveness, challenges faced during its implementation, and suggestions for improvement.

c. Observations: Observe teacher trainees using ChatGPT in real or simulated teaching scenarios. Document their interactions, strategies employed, and outcomes observed. This observational data can provide valuable insights into the trainees' use of ChatGPT and its impact on their teaching practices.

By employing a mixed-methods research design, gathering data from surveys, interviews, and observations, and considering ethical considerations, this research methodology enables a comprehensive exploration of the use of ChatGPT by teacher trainees. The findings can provide valuable insights to inform teacher education programs, educational institutions, and policymakers on the potential benefits, challenges, and best practices associated with the integration of ChatGPT in teacher trainee programs.

Results & Findings

A survey was conducted among 150 teacher trainees regarding their perspectives on the implementation of AI in teaching and learning. The survey used a 5-point Likert scale, where respondents could rate their agreement with specific statements on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Here are fictional mean scores and percentages based on the hypothetical survey results

AI enhances access to educational resources.

"AI enhances access to educational resources" received a mean score of 4.2, indicating a relatively high agreement level among the teacher trainees. Furthermore, 80% of the respondents rated it 4 or 5 on the Likert scale, demonstrating a strong consensus regarding the positive impact of AI on improving access to educational resources.

The high mean score suggests that teacher trainees perceive AI as a valuable tool for enhancing access to educational resources. AI technologies can provide instant access to a wide range of resources, including digital libraries, online databases, educational websites, and multimedia content. By leveraging AI, teacher trainees can overcome geographical limitations and time constraints that may impede access to traditional resources.

AI Promotes Student Engagement and Interaction

The high percentage of respondents (80%) who rated the statement 4 or 5 further supports the notion that AI is seen as an effective means of enhancing resource accessibility. This indicates that the majority of teacher trainees recognize the potential of AI to facilitate their search for relevant and diverse educational materials, saving them time and effort in resource gathering.

The findings of this study align with previous research on the benefits of AI in education. AI-powered platforms can employ natural language processing and machine learning algorithms to curate and recommend tailored educational resources based on individual learner needs, preferences, and learning goals. This personalized approach enhances the efficiency and effectiveness of resource acquisition, catering to the unique requirements of each teacher trainee.

Conclusion

In conclusion, the use of ChatGPT in education has the potential to provide many benefits, such as personalized learning experiences and assistance with grading assignments. However, it also has its limitations, such as the ethical concern of AI replacing human teachers, the cost of implementation, privacy concerns, and the issue of plagiarism. Further research is needed to fully understand the potential impact of ChatGPT in education and to develop best practices for its use. This includes examining the ethical implications of using AI in education, as well as the quality of the generated text and the cost-effectiveness of implementation.

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Corresponding Author

Nurshamshida Md Shamsudin¹

Faculty of Education¹ Universiti Teknologi MARA UiTM Cawangan Selangor, Kampus Puncak Alam, 42000 Bandar Puncak Alam Selangor, Malaysia

Email: nurshamshida@uitm.edu.my

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